



DeAnza
College

SLOAC Users' Manual

How to Document and Edit a Student
Learning Outcomes Assessment Cycle

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Technical Writing 64

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Overview

The Big Picture

Student Learning Outcomes are a vital part of the course outline. Within the SLOAC, you document learning outcomes into the course outline.

Student learning outcomes, or SLOs, define skills or abilities a student will gain from the successful completion of a course. SLOs are overarching, clear, and assessable statements. Outcomes may involve a combination of knowledge, skills, abilities, and/or attitudes that display behavioral evidence of learning by the student. Student learning outcomes define what is learned, not what is taught.

Student learning outcomes are written in the first step in a Student Learning Outcome Assessment Cycle, or SLOAC. You, as a member of the De Anza College faculty, define learning outcomes, document plans to assess these outcomes, and analyze the course's effectiveness through the reflection and enhancement process. Assessments are assignments within the course that aim to fulfill one of the course's student learning outcomes. After the course is complete, you return to the SLOAC and reflect on the course's ability to meet its stated learning outcomes. You and your colleagues also have the opportunity to suggest enhancements to the course, which may improve it for future classes.

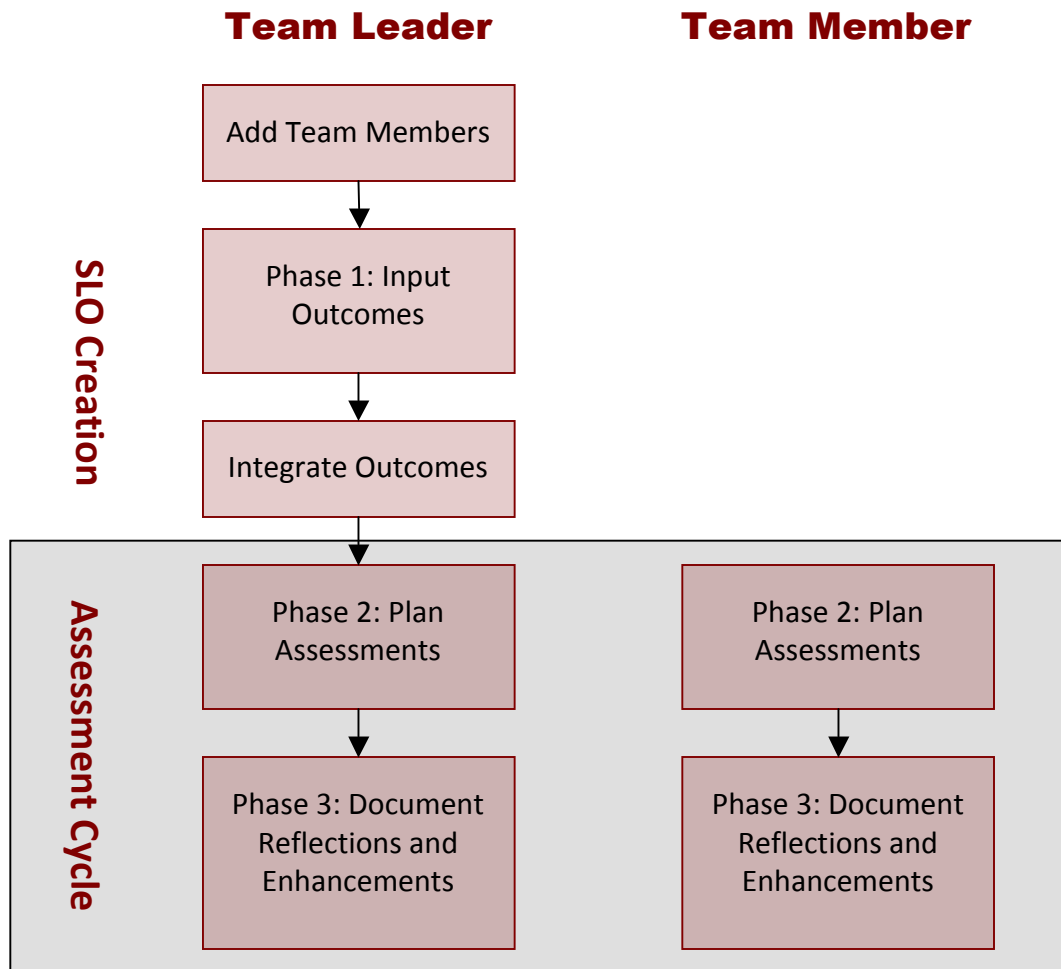
De Anza College requires faculty to document outcomes for each of their courses. When you complete a SLOAC, it is recorded in the course's outline of record via De Anza's Electronic Curriculum Management System, or ECMS. The college uses the records within the ECMS during accreditation processes and to improve teaching and learning at De Anza.

Any faculty member who teaches a course can be involved in its SLOAC. You and your fellow course instructors decide who among you should be considered the team leader. Only the team leader can initiate the creation, documentation, and integration of the student learning outcomes statements. Team leaders can document a course's student learning outcomes, while team members plan assessments, reflect on the course, and suggest enhancements.

As faculty members document learning outcomes for all courses at the college, you will return to the SLOAC system only to document assessment plans and reflection and enhancement statements.

You document a SLOAC for your course via two paths:

- Starting at the beginning as a team leader
- Starting at the Assessment Planning phase as a team member



Documenting a New SLOAC as a Team Leader

Note

Only team leaders may create and document a new SLOAC. If you are not a team leader, skip to Editing an Existing SLOAC.

For each course outline listed in the ECMS, you must have at least one corresponding SLOAC. You document learning outcomes and commitments to assess these outcomes at the beginning of the course. At the end of the course, you or your team members return to the SLOAC system and record your reflections and enhancement suggestions. The SLOAC is not complete until you enter and record the reflection and enhancement statements at the end of the course.

Only team leaders, chosen by fellow course instructors, may document a new SLOAC. If you are not a team leader, skip to Editing an Existing SLOAC to document assessment planning and reflection and enhancement stages for your course.

Log In

You build SLOACs using a sub-system to the ECMS. To access the SLOAC sub-system, you must log into the ECMS main site.

To begin creating a SLOAC:

1. **Log on to the ECMS site at <https://ecms.deanza.edu/>.** You enter on the ECMS's Main Menu page. If you would like to practice using the SLOAC sub-system, use the SLOAC Training Site at <https://ecms.deanza.edu/ecmsTRAIN/>.
2. **Click on the [Edit/Create Course Outlines & SLOAC Management] link.**
3. **Enter your FHDA email address and ECMS password.** The ECMS: Course Outline & SLOAC Management Main Menu page appears including a list of your courses.
4. **Click on the [SLOAC] link below the desired course.**

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5. **Confirm you are initiating a SLOAC for the desired course.** Read the student learning outcomes definition and be sure you are prepared to document these outcomes. By starting the SLOAC process, you become the team leader.
6. **Click on the [Start] button.** The Add Team Members page appears and you are designated as the team leader.

The Big Picture

The SLOAC system is a sub-system to the ECMS. By editing the SLOAC for your course, you are editing information within the course's outline.

Add Team Members

Team members are faculty who teach the course or are discipline experts. You must add them as team members to allow them to edit the course's assessment cycle, including planning assessment tools and documenting reflection and enhancement statements.

Team members have read-only access to the course outcome statements and editing access to the rest of the course's SLOAC. You automatically become the SLOAC team leader because you are creating the SLOAC from the beginning.

To add team members:

Note

Do not add yourself as a team member. The system automatically recognizes you as the team leader.

1. Click on the **[Add Team Members and Info]** button.
2. Click on the **[Add Team Member]** link. The system opens a list of faculty members' names listed in alphabetical order by first name. If a desired faculty member is not listed, add their name in the first text box.

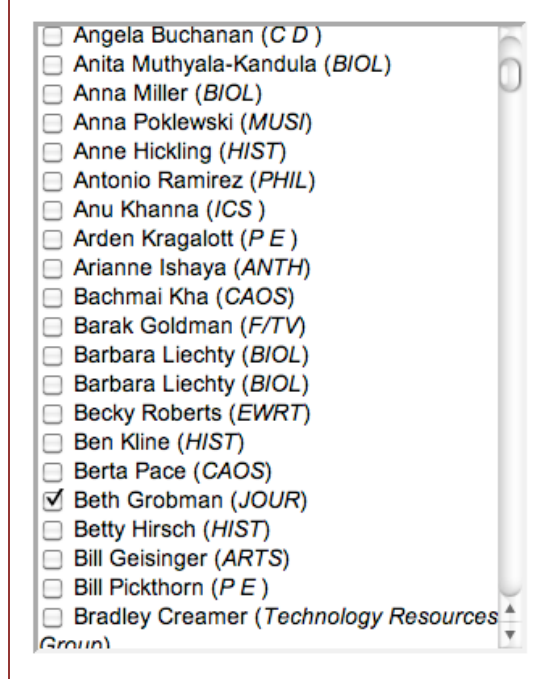
Your Team Members: [[Add Team Member](#)] ?

1. [Anu Khanna](#) (x5787) ICS
2. [Coleen Lee-Wheat](#) (x8744) P E
3. [Marrietta Reber](#) (x5565) TWRT

Additional Team members not on list/notes about team:

Additional Notes:

3. Check the boxes next to each desired team members' name.



<input type="checkbox"/>	Angela Buchanan (C D)
<input type="checkbox"/>	Anita Muthyala-Kandula (BIOL)
<input type="checkbox"/>	Anna Miller (BIOL)
<input type="checkbox"/>	Anna Poklewski (MUSI)
<input type="checkbox"/>	Anne Hickling (HIST)
<input type="checkbox"/>	Antonio Ramirez (PHIL)
<input type="checkbox"/>	Anu Khanna (ICS)
<input type="checkbox"/>	Arden Kragalott (P E)
<input type="checkbox"/>	Arianne Ishaya (ANTH)
<input type="checkbox"/>	Bachmai Kha (CAOS)
<input type="checkbox"/>	Barak Goldman (FTV)
<input type="checkbox"/>	Barbara Liechty (BIOL)
<input type="checkbox"/>	Barbara Liechty (BIOL)
<input type="checkbox"/>	Becky Roberts (EWRT)
<input type="checkbox"/>	Ben Kline (HIST)
<input type="checkbox"/>	Berta Pace (CAOS)
<input checked="" type="checkbox"/>	Beth Grobman (JOUR)
<input type="checkbox"/>	Betty Hirsch (HIST)
<input type="checkbox"/>	Bill Geisinger (ARTS)
<input type="checkbox"/>	Bill Pickthorn (P E)
<input type="checkbox"/>	Bradley Creamer (Technology Resources Group)

4. Click on the **[Save Team Members and Info]** button. The faculty members are now listed as your team members. You can delete the faculty names by clicking on the **[D]** button next to their name and clicking on the **[Save Team Members and Info]** button.
5. Enter additional notes and information in text boxes.
6. Click on the **[Finished with Teams, Back to Main SLOAC Info]** button. You return to the SLOAC Information page.

Document Student Learning Outcomes Assessment Cycle

The Big Picture

A Student Learning Outcomes Assessment Cycle starts when the team leader documents the learning outcomes. Team members plan assessment tools and document their reflections and enhancements.

Student Learning Outcomes (SLOs) define what a student is able to do at the successful completion of a specific course. Each active course at the college must have identified and documented outcomes.

Documentation of the Student Learning Outcomes Assessment Cycle has three phases:

- Phase I: Input Outcomes
- Phase II: Plan Assessments
- Phase III: Reflection and Enhancement

Phases II and III are part of the Assessment Cycle Records. As faculty members complete documenting all course learning outcomes, you will return to the SLOAC sub-system only to document assessment plans and reflection and enhancement statements.

Phase I: Input Outcomes

Outcomes state what a student can do at the successful completion of a course, including knowledge, skills/abilities, and/or attitudes. Outcomes require a shift in perspective from what is taught to what is learned. One course may have multiple outcomes.

To begin documenting an outcome:

1. Click on the **[Create New Outcome]** button.
2. Enter the learning outcome in the text box.

Enter Outcome: ?

Utilize purpose and audience to structure technical data into instructions and functional descriptions editing for spelling, grammar, and syntax.

Save Clear/Reset

3. Click on the **[Save]** button. The system automatically opens another text box to allow you to enter a second learning outcome.
4. Enter another learning outcome in the new text box, if desired.

Note

One course may have multiple outcomes. Enter only one outcome per text box.

5. Click on the **[Save New Outcome]** button. The system saves your second outcome and clears the second text box to allow you to add another learning outcome.

The screenshot shows a web form titled "Enter Outcome: ?". It contains a text area with the text: "Utilize purpose and audience to structure technical data into instructions and functional descriptions editing for spelling, grammar, and syntax." Below the text area, it says "Last Modified: [06/09/2010] by Anu Khanna in ICS". There are two buttons: "Save" and "Clear/Reset". Below these is another section titled "Add a new outcome:" with an empty text box. A green arrow points to the "Save New Outcome" button at the bottom of the form.

6. Click on the **[Save]** button to save all outcomes.

The screenshot shows the same "Enter Outcome: ?" form. The text area and "Last Modified" information are the same. However, the "Save" button is now highlighted with a green arrow, indicating it is the button to be clicked. The "Add a new outcome:" section and the "Save New Outcome" button at the bottom are also visible.

7. Click on the **[Main *Course* SLOAC Information]** link at the top or bottom of the screen to return to the course's main SLOAC page and continue with the SLOAC process. Your learning outcomes are listed under the Outcomes heading. Click on the **[edit]** link if you want to return to edit the outcomes.

Integrate Outcomes into Course Outline

Once you have entered all required information for the outcomes, you can now add the outcomes into the course outline of record.

You should verify the course's SLO information before integrating it into the ECMS: you cannot change it once the information is integrated.

To integrate the outcome statements into the course outline of record:

Note

At any time in the SLOAC process, you can print your entered information by clicking the [\[SLOAC Print View\]](#) link at the top of the page.

1. **Click on the [\[Integrate Outcomes Into Course Outline\]](#) button on your course's SLOAC information page.**
2. **Verify you have completed entering all SLOs by clicking on the [\[OK\]](#) button in the notification box.** The outcome statements are integrated into the course outline of record pending approval by the Curriculum Committee.
3. **Click the [\[Manage All SLOAC\(s\)\]](#) link to return to a list of all your SLOAC courses.** Or click the [\[Return to Main Menu\]](#) link to view your list of course outlines or sign out.

Editing a SLOAC

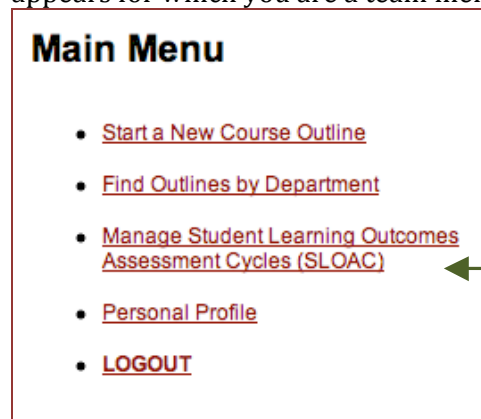
After learning outcomes have been documented, you are ready to complete the course's SLOAC. Your team leader has written and recorded student learning outcomes at the beginning of the course. As a team member, you must complete the SLOAC by planning assessment tools at the beginning of the course. At the end of the course, you record your reflections and suggest enhancements for future courses.

Log In

To complete the cycle, you must enter the SLOAC sub-system and complete the SLOAC Phase III: Reflection and Enhancement.

To edit an existing SLOAC:

1. **Log on to the ECMS site at ecms.deanza.edu/.** You enter on the ECMS Main Menu page.
2. **Click on the [Edit/Create Course Outlines & SLOAC Management] link.**
3. **Enter your FHDA email address and ECMS password.** The ECMS: Course Outline & SLOAC Management Main Menu page appears including a list of your courses.
4. **Click on the [Manage Student Learning Outcomes Assessment Cycles (SLOAC)] link on the Main Menu page.** A list of courses appears for which you are a team member.



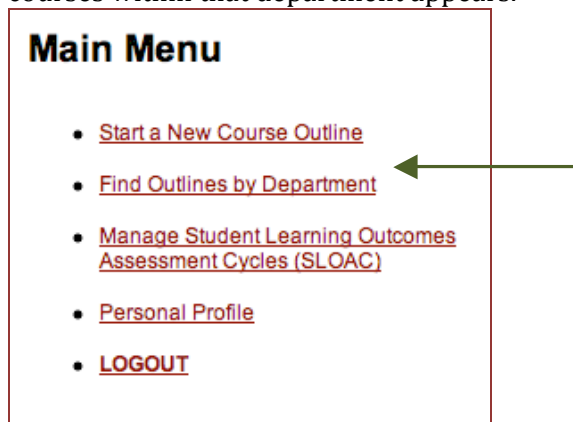
5. **Click on the desired course.**

Continue to the Document Student Learning Outcomes Assessment Cycle section.

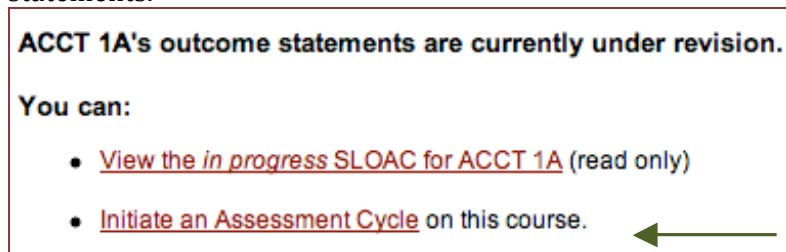
If you are not identified as a team member, you can access a course's SLOAC to complete a course's assessment cycle.

To access a course's assessment cycle without being a team member:

1. **Log on to the ECMS site at ecms.deanza.edu/.** You enter on the ECMS Main Menu page.
2. **Click on the [Edit/Create Course Outlines & SLOAC Management] link.**
3. **Enter your FHDA email address and ECMS password.** The ECMS: Course Outline & SLOAC Management Main Menu page appears including a list of your courses.
4. **Click on the [Find Outlines by Department] link.** A list of courses within that department appears.



5. **Click on the [SLOAC] link next to the desired course.**
6. **Click on the [Initiate an Assessment Cycle] link.** The course's SLO Assessment Cycle page appears with the course's outcome statements.



Document Student Learning Outcomes Assessment Cycle

At the beginning of the SLOAC, you or your team leader identified student learning outcomes. You or your team leader then integrated the outcomes into the course outline of record.

As a faculty member who teaches the course, you plan and record how you assess the stated outcomes as part of the SLOAC process. In addition, you use results of these assessments to reflect on the course's effectiveness and make suggestions for improvements to enhance learning.

Phase II: Plan Assessments

Assessments are tools, such as assignments, which determine a student's ability to reach the desired learning outcome. For each listed SLO, you must have a corresponding assessment plan or commitment to assess.

To document an assessment plan:

1. Click on the **[Create Commitment to Assess]** link next to the **desired outcome statement**. The system directs you to the Assessment Planning page for your course.

The Big Picture

You assess each learning outcome through its own assessment cycle, which includes assessment tools and reflection and enhancement statements.

The screenshot displays the ECMS interface for CHEM 12A. It features a header with the DeAnza College logo and the title 'ECMS: Course Outline & SLOAC Management'. Below the header, there are navigation links such as 'Return to Main Menu', 'Manage All SLOAC(s)', and 'Back'. The main content area is titled 'SLO Assessment Cycle for CHEM 12A' and lists four outcomes. Each outcome has a corresponding 'Assessment Cycle Records' column with links for 'Create Commitment to Assess' and 'Create Reflection & Enhancement'. A green arrow points from the first outcome's statement to its 'Create Commitment to Assess' link.

2. Indicate in which quarter and year the assessment will be conducted using the drop-down menus.

When will the assessment be conducted? Quarter: Year:

3. **Check the boxes next to the names of the faculty members who will conduct the assessments.** The faculty members are team members selected by the team leader. You can add faculty names by clicking on the [\[Add Assessor not listed\]](#) link, clicking the box(es) next to the desired faculty names, and clicking on the [\[Save\]](#) button at the bottom of the page. Or you can add other faculty names that aren't listed by entering their name in the Other Assessor: text box.

Who will be conducting the assessment?:
[\[Add Assessor not listed \(from ECMS account holders\) \]](#)

Anu Khanna
 Coleen Lee-Wheat
 Marrietta Reber

Other Assessor:

Note

If you have more than four sections to be assessed, add them in "Additional Notes" in the Main Menu/Team Members section.

4. **Enter the section numbers of each course section the assessment will apply to.** If you have more than four sections to be assessed, make note of them in the "Additional Notes" section on the Main Menu page.

Which sections of this course will be assessed by this team?

INTL 10- , INTL 10- , INTL 10- , INTL 10-

5. **Check the boxes next to the assessment tools you plan to use.** If you plan to use a tool not listed, enter the tool in the text box next to Other Tool:.

What assessment tools do you plan to use? Please check all that apply:

----- Add tools: -----

Exams
 Portfolios
 Logs
 Performances/Demonstrations
 Interviews
 Papers/Essays
 Written Reports
 Performances (Simulated)
 Art Works or Products

Other Tool:

6. **Click on the [\[Save\]](#) button.** You can add more faculty and/or more assessment tools by checking their corresponding boxes and clicking on the [\[Save\]](#) button.

- Click on the **[Main *Course* SLOAC Information]** link at the top of the page to return to the course's main SLOAC page and continue with the SLOAC process.

Phase III: Document Reflections and Enhancements

At the end of the course, the final phase, Phase III: Reflection and Enhancement, requires you and your colleagues to analyze how the assessment tools worked to satisfy the previously stated outcomes and offer suggestions for future classes.

When meeting with your colleagues, consider whether the assessment tools helped students learn the outcomes as you or your team leader wrote them at the beginning of the SLOAC. In addition, propose any enhancements the course could benefit from in the future. Consider what would make the course better serve its students and better meet its learning outcomes.

Reflection and enhancement suggestions are best discussed with a group of fellow course instructors or other colleagues. You are not required to consult with a group of your peers, but discussing your teaching methods and assessment results with others may help you gain valuable insight.

Each outcome must have an assessment plan and corresponding reflection and enhancement records.

To input reflection and enhancement records:

- Click on the **[Create Reflection & Enhancement]** link.

The Big Picture

Documenting your reflections and suggesting and implementing enhancements allows you to analyze the course's ability to meet its learning outcomes. This increases teaching and learning effectiveness and betters the course for future students.

Note

In Phase III, you can save as you complete each text entry by clicking the **[Save]** button located after each step's text box.

The screenshot displays the ECMS interface for CHEM 12A. It features a table with two columns: 'Outcomes' and 'Assessment Cycle Records'. There are four rows, each representing an outcome. Each row contains a dropdown menu for the outcome, a statement, and two links: 'Create Commitment to Assess' and 'Create Reflection & Enhancement'. A green arrow points to the 'Create Reflection & Enhancement' link for Outcome 2.

Outcomes:	Assessment Cycle Records:
Outcome 1: Statement Predict the product of a chemical reaction.	[Create Commitment to Assess] [Create Reflection & Enhancement]
Outcome 2: Statement Apply principles of thermodynamics, kinetics, and equilibrium to organic reaction systems.	[Create Commitment to Assess] [Create Reflection & Enhancement]
Outcome 3: Statement Generate logical stepwise reaction mechanisms.	[Create Commitment to Assess] [Create Reflection & Enhancement]
Outcome 4: Statement Construct molecular structure from spectroscopic data.	[Create Commitment to Assess] [Create Reflection & Enhancement]

[Number of Outcomes for CHEM 12A: 4]

- Answer each question within its corresponding text box.
- Click on the **[Save Everything]** button.

4. Click on the **[Main *Course* SLOAC Information]** link to return to the course's main SLOAC page.

Glossary of Terms

Key Term	Definition
ACCJC	<p>Accrediting Commission for Community and Junior Colleges</p> <p>A commission of the Western Association of Schools and Colleges that accredits associate degree-granting institutions. The Commission reviews and accredits colleges every five years.</p>
Assessment Cycle	<p>Phases 2 and 3 in the Student Learning Outcomes Assessment Cycle: Plan Assessments and Document Reflection and Enhancement Statements.</p> <p>Within the Assessment Cycle, you plan how you will assess the stated learning outcomes, reflect the assessment tools' success in achieving those outcomes, and suggest enhancements for future classes.</p>
Assessment Tools	<p>Phase 2 in the Student Learning Outcomes Assessment Cycle</p> <p>Tools, such as tests and essays, which are used by instructors to assess and evaluate student achievement of learning outcomes.</p>
Course Outline of Record	<p>Inclusive course descriptions written by faculty/instructors that are stored in the ECMS.</p> <p>Course outlines include course title, number, department, credit, unit value, grading system, requisites, prerequisites, former names, repeatability, hours, cross listings, sections, description, objectives, assignments, and methods of evaluating objectives.</p>
ECMS	<p>Electronic Curriculum Management System</p> <p>De Anza's main curriculum catalog housing information, including summary, credit value, and prerequisites, for all courses available to be offered at the college. Used throughout the college for course information, such as for scheduling and admissions and records.</p>
Objectives	<p>Based on Bloom's Taxonomy of Educational Objectives, what a successful learner is able to do upon successful completion of the course.</p>
Outcomes	<p>Phase 1 in the Student Learning Outcomes Assessment Cycle</p> <p>Faculty-determined course learning goals for students stating what students should gain upon the successful completion of a course.</p>

Reflection & Enhancement Statements	<p>Phase 3 in the Student Learning Outcomes Assessment Cycle</p> <p>A review by faculty of course assessments and consideration of future improvements to enhance a course's ability to meet its stated learning outcomes.</p>
SLO	<p>Student Learning Outcomes</p> <p>Outcomes, documented and agreed upon by the faculty, that students should meet upon the successful completion of a course. One course may have multiple outcomes.</p>
SLOAC	<p>Student Learning Outcomes Assessment Cycle</p> <p>A cycle through which faculty document learning outcomes, plan assessment tools, and use the results to reflect on and enhance student learning in a course.</p>
Team Leaders	<p>A faculty member registered in the SLOAC who documents a course SLO. This is usually a faculty member who will teach a section of the course.</p>
Team Members	<p>Faculty members who have a stake in the creation of an SLO, i.e. instructors who teach different sections of the same course. Team members may define assessments and write reflections and enhancements. Team members may not create SLOs, only report on achieving them.</p>

Frequently Asked Questions

How do I get an ECMS-SLO login and password?	<p>Your ECMS-SLO login and password are the same as your ECMS login and password.</p> <p>If you do not have an ECMS login and password, contact the ECMS administrators at ecmsadmin@fhda.edu.</p>
Do I have to enter my student learning outcomes before I enter information for the assessment planning and reflection and enhancement phases?	<p>Yes, your assessment tools are based on the course's student learning outcomes. You or your team leader must document and record the course's learning outcomes before you can plan to assess them.</p> <p>Assessment tools are how you, as the instructor, gauge if your students are meeting the designated learning outcomes.</p>
What happens when I press the Integrate SLOs into a Course Outline button?	<p>When you integrate student learning outcomes into the course outline, you are making an addition or change to the course's outline of record. The outcomes will then appear in the course's outline of record.</p> <p>The course's student learning outcomes are listed in the course's outline to continue improvement in teaching and learning.</p>
Can I record assessment plans and reflection and enhancement suggestions by myself?	<p>Yes, you can, but the curriculum committee encourages you to discuss your teaching methods with your colleagues.</p> <p>By discussing your teaching methods with colleagues, you engage in valuable discourse where you can share insights and gain feedback on your methods.</p>
Who can see/access the information I have entered into the system?	<p>Any De Anza staff or faculty member with ECMS access can view the information you have entered into the ECMS and SLOAC system. Students do not have access to either system.</p>
What should I do with the assessment tool I used to gather the assessment results?	<p>You should keep all assessment tools in electronic or hardcopy form as evidence for accreditation purposes.</p>

How do I add or change my course's team leader?

If your course does not have a team leader or you want to change the team leader, contact the ECMS administrator at ecmsadmin@fhda.edu.